First Grade Pacing Module 2 *with Suggested Modifications* **Key**

Optional Lesson

Extension Lesson

Remedial Lesson



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| Standards | Topic and Objectives | |  |
| **1.OA.1**  **1.OA.2**  **1.OA.3**  **1.OA.6** | A | Counting On or Making Ten to Solve *Result Unknown* and *Total Unknown* Problems  Lesson 1: Solve word problems with three addends, two of which make ten.  Lesson 2: Use the associative and commutative properties to make ten with three addends.  Lesson 3: Make ten when one addend is 9.  Lesson 4: Make ten when one addend is 9.  Lesson 5: Compare efficiency of counting on and making ten when one addend is 9.  Lesson 6: Use the commutative property to make ten.  Lessons 7–8: Make ten when one addend is 8.  Lesson 9: Compare efficiency of counting on and making ten when one addend is 8.  Lesson 10: Solve problems with addends of 7, 8, and 9.  Lesson 11: Share and critique peer solution strategies for *put together with total unknown*  word problems.  **1 Day Math Task:** [Kiri’s Mathematics Match Game](https://www.illustrativemathematics.org/content-standards/1/OA/D/8/tasks/991) | **Days: 10**  **Lesson 3 and 6** review previous lessons. If your students need added practice, we recommend you doing the lessons.  This task uses cards to engage students and practice adding and subtracting in groups. |
| By the end of Topic A, your students should be able to:   * Solve word problems and use the commutative and associative properties with three addends * Begin to make a 10 when addend is 7, 8 and 9. * Learn efficient ways to add   **Snapshot Assessment 1.OA.3 Problem 3 Formative Assessment: Exit Ticket from Lesson 10**  Example: Example: | | | |
| **1.OA.1**  **1.OA.3**  **1.OA.4**  **1.OA.6**  1.OA.5  1.OA.7 | B | Counting On or Taking from Ten to Solve *Result Unknown* and *Total Unknown* Problems  Lesson 12: Solve word problems with subtraction of 9 from 10.  Lesson 13: Solve word problems with subtraction of 9 from 10.  Lessons 14–15: Model subtraction of 9 from teen numbers.  Lesson 16: Relatecounting on tomaking ten and taking from ten.  Lesson 17: Model subtraction of 8 from teen numbers.  Lesson 18: Model subtraction of 8 from teen numbers.  Lesson 19: Compare efficiency of counting on and taking from ten.  Lesson 20: Subtract 7, 8, and 9 from teen numbers.  Lesson 21: Share and critique peer solution strategies for *take from with result unknown*  and *take apart with addend unknown* word problems from the teens. | **Days: 8**  **Lesson 13 and 17** review of previous lessons. Use if your students need added practice or with a small group. |
| By the end of Topic B, your students should be able to:   * Subtract 7-10 from teen numbers and in word problems using direct modeling * Count on to make ten and take from ten   **Assessment 1.OA.1 Exit Ticket for Lesson 20 Problems a & b l.OA.6 Exit Ticket for Lesson 21**  Example: Example: | | | |
| *2 Days for Assessment, Remediation and Enrichment*  [Module 2 Assessment - Word Document](https://www.engageny.org/resource/grade-1-mathematics-module-2) | | | |
| **1.OA.1**  **1.OA.3**  **1.OA.4**  **1.OA.6**  1.OA.5  1.OA.7  1.OA.8 | C | Strategies for Solving *Change* or *Addend Unknown* Problems  Lesson 22: Solve *put together/take apart with addend unknown* word problems and relatecounting on to the take from ten strategy.  Lesson 23: Solve *add to with change unknown* problems, relating varied addition and subtraction strategies.  Lesson 24: Strategize to solve *take from with change unknown* problems.  Lesson 25: Strategize and apply understanding of the equal sign to solve equivalent expressions. | **Days: 4** |
| By the end of Topic C, your students should attempting to:   * Solve addition and subtraction problems to 20 with unknown in all positions using various strategies * Strategize and apply the equal sign to solve equivalent expressions up to 20   **Snapshot Assessment 1.OA.3 Problem 3 Formative Assessment: Homework for Lesson 25 Problems 1 &2**  Example: Example: | | | |
| **1.OA.1**  **1.NBT.2a**  **1.NBT.2b**  1.NBT.5 | D | **Varied Problems with Decompositions of Teen Numbers as 1 Ten and Some Ones**  Lesson 26: Identify 1 ten as a unit by renaming representations of 10.  Lesson 27: Solve addition and subtraction problems decomposing and composing teen numbers as 1 ten and some ones.  Lesson 28: Solve addition problems using ten as a unit, and write two-step solutions.  Lesson 29: Solve subtraction problems using ten as a unit, and write two-step solutions. | **Days: 2**  **Optional Lessons 28 and 29**, these provide additional practice with making/adding to a “unit” of 10 and some ones. Use if students need additional practice. |
| By the end of Topic D, your students should be able to:   * Group 1 ten as a unit * Add and subtract using teen numbers by grouping 1 ten and some ones (using direct modeling and counting on)   **Snapshot Assessment 1.NBT2 Problem 3 Snapshot Assessment 1.NBT2 Problem 4**  Example: Example: | | | |
| *3 Days for Re-Assessment, Remediation and Enrichment*  [End of Module 2 Assessment - Word Document](https://www.engageny.org/resource/grade-1-mathematics-module-2)  **Suggested Task:**  [20 Tickets](http://www.illustrativemathematics.org/illustrations/1152) This task helps students practice addition and subtraction up to 20 using a manipulative and reading a chart. | | | |
| ***Total Instructional Days: 29*** | | | |

**Links Used:**

Module Assessments: <https://www.engageny.org/resource/grade-1-mathematics-module-2>

Kiri’s Mathematics Match Game: <https://www.illustrativemathematics.org/content-standards/1/OA/D/8/tasks/991>

20 Tickets: <https://www.illustrativemathematics.org/content-standards/tasks/1152>